DOCUMENT RESUME

ED 350 436 CE 062 118

TITLE	Dental Assisting Program Standards.
INSTITUTION	Georgia Univ., Athens. Dept. of Vocational Education.
SPONS AGENCY	Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE	89
CONTRACT	GA-89-110013
NOTE	89p.; For the program guide, see CE 062 117.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Competency Based Education; Course Content; *Dental Assistants; *Dental Evaluation; Dental Health; Dentistry; Postsecondary Education; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS	Georgia

ABSTRACT

This publication contains statewide standards for the dental assisting program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

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DENTAL ASSISTING PROGRAM STANDARDS

Developed and Produced
Under Contractual Agreement with

Georgia Board of
Technical and Adult Education
Office of Planning and Development
660 South Tower
One CNN Center
Atlanta, Georgia 30303-2705
1989

DENTAL ASSISTING PROGRAM STANDARDS

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ACKNOWLEDGEMENTS

The development of Dental Assisting program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry and John Lloyd of the Georgia Department of Technical and Adult Education have provided initiative and direction for the project. Patt Stonehouse, acting Director of Instructional Services, has provided invaluable assistance in planning and monitoring the project.

These efforts have been sustained by the commitment of the Board's Standards Committee whose members each brought special concern and expertise to the standards development project. Walter Sessoms, in his role as committee chairman, has contributed leadership, motivation, and insight to the standards project. His dedication and resolution have helped the Standards Committee in guiding the entire project toward successful completion.

We extend sincere thanks to each member of the Board's Standards Committee below.

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Without the close cooperation of the dental assisting industry in Georgia, this program standard would not have been possible. We recognize and thank each member of the Dental Assisting program State Technical Committee for their invaluable contribution to the development of the program standards.

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The Occupational Working Committee, composed of educators from the technical institutes and State Technical Committee members, provided direct technical support and expertise in the development of the program standards. The members of this committee were indispensable in the development of the program standards. We recognize and thank the educators who participated on the Occupational Working Committee.

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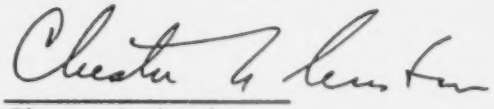
We would also like to thank all the other business, industry, and educational leaders who contributed to the development of statewide standards through service as technical experts in the standards information network. In particular, we would like to thank James Crisp, Georgia Department of Technical and Adult Education. We would also like to thank Teri Bell, Claire Thompson, and Debra Smith for electronic publishing, communications, and production assistance, respectively.



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Chairman, Georgia Board of Technical and Adult Education

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Commissioner, Georgia Department of Technical and Adult Education

DENTAL ASSISTING PROGRAM STANDARDS

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HOW TO USE THIS MANUAL

Tab Dividers

This document is divided into sections each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.

Table of Contents

The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.

Numbering System

Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets each set being divided by a dash.

Example: 03-04-05...
03 indicates standard document #3 (i.e., The Electronic Engineering Standards document).
04 indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).
05 indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).

Finding a Standard

Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.

Amendments

Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.

Document Transmittal

All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.

Amendment Record

The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

DENTAL ASSISTING

FOUNDATIONS
(Philosophy)

Standard Statement

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Dental Assisting program.

Explanatory Comment

A statewide program philosophy statement is developed and provided for the Dental Assisting program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Dental Assisting program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

The Dental Assisting program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Dental Assisting program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Dental Assisting program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The philosophy of the Dental Assisting program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

The philosophy of the Dental Assisting program reflects a desire to achieve educational excellence.

The philosophy of the Dental Assisting program reflects a commitment to meet the needs of business and industry.

DENTAL ASSISTING

The philosophy of the Dental Assisting program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Dental Assisting program is approved by the administration of the institution.

DENTAL ASSISTING

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Dental Assisting program are expressed in the following statements.

Dental Assisting is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Dental Assisting program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Dental Assisting program is founded on the value attributed to individual students, the dental assisting profession, and technical education.

The Dental Assisting program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as occupational fundamentals. Program graduates are well trained in the underlying fundamentals of dental assisting and are well prepared for employment and subsequent upward mobility.

The Dental Assisting program provides the student with the knowledge and skills to become a qualified dental assistant. Important attributes for success of program graduates are critical thinking, problem solving, and the application of the training to the work requirement. This field has presently experienced rapid expansion and the trend is expected to continue for the foreseeable future.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Dental Assisting program must promote the concept of change as the profession evolves. The need for nurturing the spirit of involvement and life-long learning is paramount in the dental assisting field.

DENTAL ASSISTING

FOUNDATIONS
(Purpose)

Standard Statement

A purpose statement delineating the instructional services which the Dental Assisting program provides is developed and implemented.

Explanatory Comment

A statewide purpose statement is developed and provided for the Dental Assisting program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Dental Assisting program is to meet community and employment market needs for education in dental assisting.

Evaluative Criteria

The Dental Assisting program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Dental Assisting program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Dental Assisting program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Dental Assisting program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Dental Assisting program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Dental Assisting program is approved by the administration of the institution.

DENTAL ASSISTING

PURPOSE

The purpose of the Dental Assisting program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of dental assisting.

The Dental Assisting program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Dental Assisting program is intended to produce graduates who are prepared for employment as dental assistants. Program graduates are to be competent in the general areas of communications, mathematics, and interpersonal relationships.

Program graduates are to be competent in the technical areas of preventive dentistry; four-handed dentistry; chairside assisting with emphasis in diagnostics, operative, fixed prosthodontics, pediatric dentistry, orthodontic procedures, endodontic procedures, surgical specialties, and expanded functions; dental practice management; and dental radiology.

DENTAL ASSISTING

FOUNDATIONS
(Goals)

Standard Statement

A program goals statement focuses the efforts of the Dental Assisting program.

Explanatory Comment

A statewide goals statement is developed and provided for the Dental Assisting program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Dental Assisting program seeks to attain. Goals are stated in non-quantifiable terms.

Evaluative Criteria

The Dental Assisting program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Dental Assisting program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Dental Assisting program are in accordance with the philosophy and purpose of the program.

The goals of the Dental Assisting program reflect a desire to provide exemplary occupational/technical education.

The goals of the Dental Assisting program reflect a commitment to assisting students to achieve successful employment in the dental assisting field.

The goals of the Dental Assisting program are the basis for the development of program objectives.

The goals of the Dental Assisting program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

DENTAL ASSISTING

The goals statement of the Dental Assisting program is approved by the administration of the institution.

DENTAL ASSISTING

GOALS
(Process)

The goals of the Dental Assisting program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.

2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.

3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.

4. Provide quality dental assisting education in an atmosphere that fosters interest in and enthusiasm for learning.

5. Prepare graduates to function as accountable and responsible members within their field of endeavor.

6. Prepare graduates to function as safe and competent employees in the in the field of dental assisting.

7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Dental Assisting program graduates.

DENTAL ASSISTING

FOUNDATIONS
(Program Objectives)

Standard Statement

An objectives statement based on established program goals is developed for the Dental Assisting program.

Explanatory Comment

A statewide objectives statement is developed and provided for the Dental Assisting program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

Evaluative Criteria

The Dental Assisting program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Dental Assisting program objectives statement is developed by the program faculty, administration, and the program advisory committee.

The objectives of the Dental Assisting program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Dental Assisting program is student achievement of identified exit point competencies.

The objectives of the Dental Assisting program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The objectives statement of the Dental Assisting program is approved by the administration of the institution.

DENTAL ASSISTING

OBJECTIVES
(Process)

The objectives of the Dental Assisting program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

DENTAL ASSISTING

FOUNDATIONS
(Availability)

Standard Statement

Written philosophy, purpose, goals, and objectives statements for the Dental Assisting program are made available to the staff of the institution and the general public.

Explanatory Comment

Published Dental Assisting program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

Evaluative Criteria

The philosophy and purpose statements of the Dental Assisting program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Dental Assisting program.

Dental Assisting program philosophy, purpose, goals, and objectives statements are used by student services personnel to aid in recruiting and placing students.

DENTAL ASSISTING

FOUNDATIONS
(Evaluation)

Standard Statement

The philosophy, purpose, goals, and objectives of the Dental Assisting program are evaluated.

Explanatory Comment

The evaluation of the Dental Assisting program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Dental Assisting program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Dental Assisting program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Dental Assisting program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Dental Assisting program are being fulfilled.

Evaluation of the philosophy, purpose, goals, and objectives of the Dental Assisting program results in revision, as needed.

DENTAL ASSISTING

ADMISSIONS
(Admission Requirements)

Standard Statement

Statewide admission requirements are implemented for the Dental Assisting program.

Explanatory Comment

Admission refers to regular admission into a diploma granting program.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

Evaluative Criteria

The requirements for admission to the Dental Assisting program are:
a) attainment of 17 or more years of age;
b) documentation of high school graduation or High School Equivalency Certificate requirements;
c) achievement of the 7th grade level in math and the 10th grade level in reading and English as shown on a statistically validated test; and
d) completion of application and related procedures.

Admission of transfer students to the Dental Assisting program is contingent upon their meeting the following requirements:
a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

DENTAL ASSISTING

ADMISSIONS
(Provisional Admission Requirements)

Standard Statement

Statewide provisional admission requirements are implemented for the Dental Assisting program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

Evaluative Criteria

Provisional admission to the Dental Assisting program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Dental Assisting program are:

a) attainment of 17 or more years of age;
b) achievement of the 6th grade level in math and 9th grade level in reading and English as shown on a statistically validated test or recommendation by program faculty and designated admissions personnel on the basis of interview and assessment of student potential; and
c) completion of application and related procedures.

All Dental Assisting program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

DENTAL ASSISTING

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

DENTAL ASSISTING

ADMISSIONS
(Recruitment)

Standard Statement

The Dental Assisting program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the Dental Assisting program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

Evaluative Criteria

The recruitment effort assists in maintaining and/or increasing the Dental Assisting program and institution enrollments.

The recruitment effort of the Dental Assisting program includes participation in or assistance with:

a) development and dissemination of informational materials;
b) recruitment activities with other programs within the institution;
c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
d) promotion of Dental Assisting program awareness among individuals and groups; and
e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Dental Assisting program, and the potential benefits of program completion.

A written description of the admission requirements and procedures, tuition fees, and other costs of the Dental Assisting program is made available to potential students.

DENTAL ASSISTING

ADMISSIONS
(Evaluation and Planning)

Standard Statement

An evaluation of the admission requirements of the Dental Assisting program is conducted.

Explanatory Comment

The admission requirements of the Dental Assisting program are compatible with the admissions policies and procedures of the institution.

Evaluative Criteria

Dental Assisting program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Dental Assisting program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Dental Assisting program admission changes to the Georgia Board of Technical and Adult Education, as needed.

DENTAL ASSISTING

PROGRAM STRUCTURE
(Curriculum Design)

Standard Statement

The curriculum of the Dental Assisting program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

Explanatory Comment

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/technical and elective courses.

Evaluative Criteria

The Dental Assisting program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Dental Assisting program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Dental Assisting program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Dental Assisting program students are offered the opportunity to take state-approved elective courses in order to develop their individual interests.

DENTAL ASSISTING

PROGRAM STRUCTURE
(Program Numbering System)

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to the Dental Assisting program.

Explanatory Comment

Assignment of a statewide CIP code to every diploma program is the basis for consistent program identification.

Evaluative Criteria

The Dental Assisting program is assigned a (PGM) CIP code of (PGM) 17.0101 and is consistent with all other programs throughout the state which have the same (PGM) CIP code.

DENTAL ASSISTING

PROGRAM STRUCTURE
(Program Consistency)

Standard Statement

The Dental Assisting program utilizes essential course components consistent with statewide program requirements.

Explanatory Comment

Programs assigned an identical (PGM) CIP code are consistent statewide.

Evaluative Criteria

The Dental Assisting program is assigned a (PGM) CIP code of (PGM) 17.0101; and utilizes essential components designated for that program number statewide. Program components include but are not limited to:

a) Program Title

Dental Assisting

b) Program Description

The Dental Assisting program prepares students for employment in a variety of positions in today's dental offices. The Dental Assisting program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention, and advancement. Additionally, the program provides opportunities to upgrade present knowledge and skills or to retrain in the area of dental assisting. Graduates of the program receive a Dental Assisting diploma.

c) Essential Courses — Credits

1) Essential General Core Courses — 13

ENG 101	English	5
MAT 100	Basic Mathematics	3
PSY 101	Psychology	5

DENTAL ASSISTING

2) Essential Fundamental Occupational Courses — 22

AHS 103	Nutrition and Diet Therapy	2
DEN 101	Basic Human Biology	3
DEN 102	Head and Neck Anatomy	2
DEN 104	Preventive Dentistry	1
DEN 105	Microbiology and Infection Control	2
DEN 106	Oral Anatomy	5
DEN 107	Oral Pathology and Therapeutics	4
DEN 108	Scopes of Professional Practice	3

3) Essential Specific Occupational Courses — 40

DEN 110	Dental Assisting - Diagnostic	3
DEN 111	Dental Assisting - Operative	3
DEN 112	Dental Assisting - Fixed Prosthodontics	3
DEN 113	Dental Assisting - Specialties	3
DEN 114	Dental Assisting - Surgical Specialties	3
DEN 115	Dental Assisting - Expanded Functions	3
DEN 117	Dental Practice Management	5
DEN 118	Dental Radiology	3
DEN 120	Dental Practicum I	1
DEN 121	Dental Practicum II	2
DEN 122	Dental Practicum III	1
DEN 123	Dental Practicum IV	1
DEN 124	Dental Practicum V	2
DEN 125	Dental Practicum VI	2
DEN 126	Dental Practicum VII	2
XXX XXX	Occupational or Occupationally Related Elective	3

d) Program Final Exit Points

Dental assistant eligible to sit for the certification examination

e) Credits Required for Graduation

75 minimum quarter hour credits required for graduation

DENTAL ASSISTING

PROGRAM STRUCTURE
(Exit Points)

Standard Statement

The Dental Assisting program faculty documents student attainment of identified exit points.

Explanatory Comment

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

Evaluative Criteria

The faculty of the Dental Assisting program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Dental Assisting program exit points, documented by a diploma, is a dental assistant eligible to sit for the certification examination.

Potential exit points within the Dental Assisting program include, but are not limited to, chairside assistant, front office assistant, infection control assistant, and preventive assistant.

The institution documents completion of exit points with a transcript.

Graduation from the Dental Assisting program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.

DENTAL ASSISTING

PROGRAM STRUCTURE
(Credentials)

Standard Statement

The achievement of Dental Assisting program graduates and leavers is documented by the institution.

Explanatory Comment

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

Evaluative Criteria

The institution grants each Dental Assisting program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Dental Assisting program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Dental Assisting program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Dental Assisting program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

DENTAL ASSISTING

PROGRAM STRUCTURE
(Course Code)

Standard Statement

A statewide course identification code is applied to each Dental Assisting course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

All Georgia Board of Technical and Adult Education approved courses are included in the course identification coding system.

Evaluative Criteria

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the Georgia Board of Technical and Adult Education designated course titles and course identification codes of the Dental Assisting program.

AHS 103 Nutrition and Diet Therapy
DEN 101 Basic Human Biology
DEN 102 Head and Neck Anatomy
DEN 104 Preventive Dentistry
DEN 105 Microbiology and Infection Control
DEN 106 Oral Anatomy
DEN 107 Oral Pathology and Therapeutics
DEN 108 Scopes of Professional Practice
DEN 110 Dental Assisting - Diagnostic
DEN 111 Dental Assisting - Operative
DEN 112 Dental Assisting - Fixed Prosthodontics
DEN 113 Dental Assisting - Specialties
DEN 114 Dental Assisting - Surgical Specialties
DEN 115 Dental Assisting - Expanded Functions
DEN 117 Dental Practice Management
DEN 118 Dental Radiology
DEN 120 Dental Practicum I
DEN 121 Dental Practicum II

DENTAL ASSISTING

DEN 122	Dental Practicum III
DEN 123	Dental Practicum IV
DEN 124	Dental Practicum V
DEN 125	Dental Practicum VI
DEN 126	Dental Practicum VII
ENG 101	English
MAT 100	Basic Mathematics
PSY 101	Psychology

DENTAL ASSISTING

PROGRAM STRUCTURE
(Course Consistency)

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (l) quarter hour credit is defined as follows:

a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.

b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.

c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.

d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

DENTAL ASSISTING

Evaluative Criteria

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

a) course title;
b) essential course description;
c) essential competency areas taught; and
d) number of quarter hour credits awarded for course completion.

DENTAL ASSISTING

Courses in the Dental Assisting program include:

AHS 103 - NUTRITION AND DIET THERAPY

A study of the nutritional needs of the individual. Topics include: basic nutrients, food sources, the role nutrition plays in the maintenance of health for the individual, and using diet to treat certain pathologic conditions.

Competency Areas	Hours
- Nutrients - Standard and Modified Diets	Class/Week - 2 Lab/Week - 0 Credit - 2

Prerequisite: Provisional admission

DEN 101 - BASIC HUMAN BIOLOGY

Focuses on basic normal structure and function of the human body with an emphasis on organ systems. Topics include: a basic study of cells and tissues, an overview of each body system and its principle organs, the body's homeostatic mechanisms, and medical terminology as it relates to the normal human body.

Competency Area	Hours
- Medical Terminology as it Relates to the Normal Human Body - Normal Structure and Function of the Human Body Cells and Tissues Organs and Systems Homeostatic Mechanisms	Class/Week - 3 Lab/Week - 0 Credit - 3

Prerequisite: Provisional admission

DENTAL ASSISTING

DEN 102 - HEAD AND NECK ANATOMY

Focuses on normal head and neck anatomy. Topics include: osteology of the skull, muscles of mastication and facial expression, temporal mandibular joint, arterial and nerve supply of the head, and salivary glands and related structures.

Competency Areas	Hours
- Osteology of the Skull - Muscles of Mastication and Facial Expression - Temporal Mandibular Joint - Arterial and Nerve Supply of the Head - Salivary Glands and Related Structures	Class/Week - 2 Lab/Week - 0 Credit - 2

Prerequisite: Provisional admission

DEN 104 - PREVENTIVE DENTISTRY

Provides students with theory and clinical experience in the area of preventive and public health dentistry. Topics include: etiology of dental disease (e.g., caries, periodontal disease); patient education techniques; plaque control techniques; types, use, and application of fluoride; diet analysis for caries control; and oral prophylaxis procedures.

Competency Areas	Hours
- Etiology of Dental Disease - Patient Education Techniques - Plaque Control Techniques - Types, Use, and Application of Fluoride - Diet Analysis for Caries Control - Oral Prophylaxis Procedures	Class/Week - 1 P.Lab/Week - 1 Credit - 1

Prerequisite: Program admission
Corequisite: AHS 103

DENTAL ASSISTING

DEN 105 - MICROBIOLOGY AND INFECTION CONTROL

Introduces fundamental microbiology and infection control techniques. Topics include: classification, structure, and behavior of pathogenic microbes; mode of disease transmission; body's defense and immunity; infectious diseases; sterilization/disinfection, barrier techniques, disposal of biomedical waste, handwashing, and biological and chemical monitoring; and CDC, ADA, and OSHA guidelines for infection control.

Competency Areas	Hours
- Classification, Structure, and Behavior of Pathogenic Microbes - Mode of Disease Transmission - Body's Defense and Immunity - Infectious Diseases - Infection Control Procedures - CDC, ADA, and OSHA Guidelines for Infection Control	Class/Week - 2 P.Lab/Week - 1 Credit - 2

Prerequisite: Provisional admission

DEN 106 - ORAL ANATOMY

Focuses on the development and functions of oral anatomy. Topics include: dental anatomy, oral histology, and oral embryology.

Competency Areas	Hours
- Dental Anatomy - Oral Histology - Oral Embryology	Class/Week - 5 Lab/Week - 0 Credit - 5

Prerequisite: Program admission

DENTAL ASSISTING

DEN 107 - ORAL PATHOLOGY AND THERAPEUTICS

Focuses on the diseases affecting the oral cavity and pharmacology as it relates to dentistry. Topics include: identification and disease process, signs/symptoms of oral diseases, recognition of systemic diseases, abnormalities of oral tissues, drug classification, dosage and administration of drugs, DEA regulations, and adverse reactions.

Competency Areas	Hours
- Identification and Disease Process - Signs/Symptoms of Oral Diseases - Recognition of Systemic Diseases - Abnormalities of Oral Tissues - Drug Classification - Dosage and Administration of Drugs - DEA Regulations - Adverse Reactions	Class/Week - 4 Lab/Week - 0 Credit - 4

Prerequisite: Program admission

DEN 108 - SCOPES OF PROFESSIONAL PRACTICE

Focuses on ethics, jurisprudence, and employability skills for the dental assistant. Students will relate integration of didactic and laboratory instruction with clinical experiences. Topics include: ethics and jurisprudence related to the dental office, employability skills, and problem-solving as related to the clinical environment.

Competency Areas	Hours
- Ethics and Jurisprudence Related to the Dental Office - Employability Skills - Problem-Solving as Related to the Clinical Environment	Class/Week - 3 Lab/Week - 0 Credit - 3

Prerequisite: Program admission

DENTAL ASSISTING

DEN 110 - DENTAL ASSISTING - DIAGNOSTIC

Introduces students to chairside assisting with diagnostic procedures. Topics include: four-handed dentistry; operatory preparation; instrument transfer; vision control - suctioning, retraction, and air-water spray; oral examination - charting and treatment records; and diagnostic techniques, irreversible hydrocolloid, and gypsum products.

Competency Areas	Hours
- Four-Handed Dentistry	Class/Week - 2
- Operatory Preparation	P.Lab/Week - 3
- Instrument Transfer	Credit - 3
- Vision Control - Suctioning, Retraction, and Air-water Spray	
- Oral Examination -Charting and Treatment Records	
- Diagnostic Techniques, Irreversible Hydrocolloid, and Gypsum Products	

Prerequisite: Program admission
Prerequisite/Corequisite: DEN 105, DEN 106

DEN 111 - DENTAL ASSISTING - OPERATIVE

Emphasizes chairside assisting with operative procedures. Topics include: techniques and materials in operative dentistry; isolation techniques; anesthetic techniques; fundamentals of dental material basics; and tray set-ups.

Competency Areas	Hours
- Operative Dentistry	Class/Week - 2
- Techniques and Materials Including Amalgam, Composites, and Gold Foil	P.Lab/Week - 3
- Rubber Dam Placement, Removal, and Isolation Techniques	Credit - 3
- Anesthetic Techniques	
- Dental Material Basics	
- Tray Set-Ups	

Prerequisite/Corequisite: DEN 106, DEN 110

DENTAL ASSISTING

DEN 112 - DENTAL ASSISTING - FIXED PROSTHODONTICS

Emphasizes chairside assisting with fixed prosthodontic procedures. Topics include: fixed prosthodontic techniques and materials; fixed prosthodontic laboratory procedures; and laboratory equipment maintenance.

Competency Areas	Hours
- Fixed Prosthodontic Techniques and Materials - Fixed Prosthodontic Laboratory Procedures - Laboratory Equipment Maintenance	Class/Week - 2 P.Lab/Week - 3 Credit - 3

Prerequisite/Corequisite: DEN 110

DEN 113 - DENTAL ASSISTING - SPECIALTIES

Focuses on chairside assisting with advanced operative procedures and specialty practices. Topics include: advanced operative techniques; removable prosthetics; pediatric dentistry, orthodontic procedures, and endodontic procedures.

Competency Areas	Hours
- Advanced Operative Techniques - Removable Prosthetics - Pediatric Dentistry, Orthodontic Procedures, and Endodontic Procedures	Class/Week - 2 P.Lab/Week - 3 Credit - 3

Prerequisite/Corequisite: DEN 110

DENTAL ASSISTING

DEN 114 - DENTAL ASSISTING - SURGICAL SPECIALTIES

Focuses on chairside assisting in the surgical specialties. Topics include: periodontic procedures, oral and maxillofacial surgery procedures, special patient management, and management of dental office emergencies (CPR).

Competency Areas	Hours
- Periodontic Procedures - Oral and Maxillofacial Procedures - Special Patient Management - Management of Dental Office Emergencies (CPR)	Class/Week - 2 P.Lab/Week - 3 Credit - 3

Prerequisite/Corequisite: DEN 110

DEN 115 - DENTAL ASSISTING - EXPANDED FUNCTIONS

Focuses on expanded duties of dental auxiliary personnel approved by the Georgia Board of Dentistry. Topics include: expanded functions approved by law for performance by dental assistants.

Competency Areas	Hours
- Expanded Functions Approved by Law for Performance by Dental Assistants	Class/Week - 2 P.Lab/Week - 3 Credit - 3

Prerequisite: DEN 111, DEN 112, DEN 113
Corequisite: DEN 114

DENTAL ASSISTING

DEN 117 - DENTAL PRACTICE MANAGEMENT

Emphasizes procedures for office management in dental practices. Topics include: oral and written communications, records management, appointment control, dental insurance form preparation, accounting procedures, supply and inventory control, and basic computer skills. A computer lab provides basic skills in computer use and utilization of these skills to perform office procedures on a microcomputer.

Competency Areas	Hours
- Oral and Written Communication	Class/Week - 4
- Records Management	P.Lab/Week - 4
- Appointment Control	Credit - 5
- Dental Insurance Form Preparation	
- Accounting Procedures	
- Supply and Inventory Control	
- Basic Computer Skills	

Prerequisite: DEN 110

DEN 118 - DENTAL RADIOLOGY

After completion of the course the student will be able to provide radiation safety for patient and self, expose x-rays, process x-rays, and prepare dental films for the dental office. Topics include: fundamentals of radiology, radiographic anatomy and interpretation, intraoral and extraoral radiographic techniques, and quality assurance techniques.

Competency Areas	Hours
- Fundamental of Radiology	Class/Week - 3
- Radiographic Anatomy and Interpretation	P.Lab/Week - 2
- Intraoral and Extraoral Radiographic Techniques	Credit - 3
- Quality Assurance Techniques	

Prerequisite/Corequisite: DEN 102, DEN 106

DENTAL ASSISTING

DEN 120 - DENTAL PRACTICUM I

Practicum focuses on infection control in the dental office and assisting with diagnostic and simple operative procedures. Topics include: infection control, instrument disinfection/sterilization, tray set-ups, operatory preparation and maintenance, four-handed dentistry as applied to clinical data collection and diagnostic procedures.

Competency Areas	Hours
- Infection Control Procedures - Clinical Data Collection and Diagnostic Procedures - Basic Chairside Four-Handed Dentistry Techniques and Procedures	Class/Week - 0 O.B.I./Week - 3 Credit - 1

Prerequisite/Corequisite: DEN 105, DEN 110

DEN 121 - DENTAL PRACTICUM II

Practicum focuses on infection control in the dental office, assisting chairside with diagnostic and restorative procedures, and clinical radiographic techniques. Topics include: infection control procedures, clinical data collection and diagnostic procedures, four-handed operative dentistry, four-handed fixed prosthodontics, and dental radiography.

Competency Areas	Hours
- Infection Control Procedures - Clinical Data Collection and Diagnostic Procedures - Four-Handed Operative Dentistry - Four-Handed Fixed Prosthodontics - Dental Radiography	Class/Week - 0 O.B.I./Week - 8 Credit - 2

Prerequisites/Corequisites: DEN 111, DEN 112, DEN 118, DEN 120

DENTAL ASSISTING

DEN 122 - DENTAL PRACTICUM III

Practicum focuses on infection control in the dental office and assisting chairside with diagnostic and restorative procedures. Topics include: infection control procedures, clinical data collection and diagnostic procedures, and four-handed operative dentistry.

Competency Areas	Hours
- Infection Control Procedures - Clinical Data Collection and Diagnostic Procedures - Four-Handed Operative Dentistry	Class/Week - 0 O.B.I./Week - 4 Credit - 1

Prerequisites/Corequisites: DEN 111, DEN 120

DEN 123 - DENTAL PRACTICUM IV

Practicum focuses on infection control in the dental office and assisting chairside with diagnostic and restorative procedures. Topics include: impression materials, temporaries for crowns and bridges, and four-handed fixed prosthodontics.

Competency Areas	Hours
- Impression Materials - Temporaries for Crowns and Bridges - Four-Handed Fixed Prosthodontics	Class/Week - 0 O.B.I./Week - 4 Credit - 1

Prerequisites/Corequisites: DEN 112, DEN 120

DENTAL ASSISTING

DEN 124 - DENTAL PRACTICUM V

Practicum continues to focus on assisting chairside with general dentistry procedures, but with increased emphasis on dental specialty procedures. Topics include: advanced operative dentistry, removable prosthodontics, endodontics, pediatric dentistry, and orthodontics.

Competency Areas	Hours
- Chairside General Dentistry	Class/Week - 0
- Chairside Removable Prosthetics	O.B.I./Week - 8
- Chairside Endodontics	Credit - 2
- Chairside Pediatric Dentistry	
- Chairside Orthodontics	

Prerequisites/Corequisites: DEN 113, DEN 120

DEN 125 - DENTAL PRACTICUM VI

Practicum continues to focus on assisting chairside with general dentistry procedures and with dental specialty procedures. Topics include: periodontics, oral and maxillofacial surgery, management of special patients, and dental office emergencies.

Competency Areas	Hours
- Chairside General Dentistry	Class/Week - 0
- Chairside Periodontics	O.B.I./Week - 8
- Chairside Oral and Maxillofacial Surgery	Credit - 2
- Management of Special Patient	
- Management of Dental Office Emergencies	

Prerequisites/Corequisites: DEN 114, DEN 120

DENTAL ASSISTING

DEN 126 - DENTAL PRACTICUM VII

Practicum continues to focus on assisting chairside with general dentistry and dental specialty procedures. Topics include: dental office management, preventive dentistry, and expanded functions.

Competency Areas	Hours
- Chairside General Dentistry	Class/Week - 0
- Preventive Dentistry	O.B.I./Week - 8
- Dental Office Management	Credit - 2
- Expanded Functions	

Prerequisites/Corequisites: DEN 104, DEN 115, DEN 117, DEN 120

ENG 101 - ENGLISH

Emphasizes the development and improvement of written and oral communication abilities. Topics include: analysis of writing techniques used in selected readings, writing practice, editing and proofreading, research skills, and oral presentation skills. Homework assignments reinforce classroom learning.

Competency Areas	Hours
- Analysis of Writing Techniques Used in Selected Readings	Class/Week - 5
- Writing Practice	Lab/Week - 0
- Editing and Proofreading	Credit - 5
- Research Skills	
- Oral Presentation Skills	

Prerequisite: Program admission level English and reading competency

DENTAL ASSISTING

MAT 100 - BASIC MATHEMATICS

Emphasizes basic mathematical concepts. Topics include: mathematical operations with whole numbers, fractions, decimals, percents, ratio/proportion, and measurement using common English and metric units. Class includes lecture, applications, and homework to reinforce learning.

Competency Areas	Hours
- Mathematical Operations	Class/Week - 3
- Fractions	Lab/Week - 0
- Decimals	Credit - 3
- Percents	
- Ratio and Proportion	
- Measurement and Conversion	

Prerequisite: Program admission level math competency

PSY 101 - PSYCHOLOGY

Emphasizes the basics of human psychology and individual and group behavior. Topics include: social environments, career development, communications and group processes, case problems and typical relationships.

Competency Areas	Hours
- Career Development	Class/Week - 5
- Social Environments	Lab/Week - 0
- Communications and Group Processes	Credit - 5
- Personality	
- Emotions/Motives	
- Conflicts/Stress/Anxiety	
- Perception and Learning	

Prerequisite: Provisional admission

DENTAL ASSISTING

PROGRAM STRUCTURE
(Course Sequence)

Standard Statement

The Dental Assisting program requires students to progress through the four instructional course categories in a developmentally valid sequence.

Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Evaluative Criteria

The Dental Assisting program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Provisions are made for Dental Assisting program students to exempt courses in which they are competent.

The Dental Assisting program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Dental Assisting program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicated by [P] and prerequisites/corequisites are indicated by [P/C].)

Courses			Sequence
AHS	103	Nutrition and Diet Therapy	[P] Provisional admission
DEN	101	Basic Human Biology	[P] Provisional admission
DEN	102	Head and Neck Anatomy	[P] Provisional admission
DEN	104	Preventive Dentistry	[P] Program admission
			[C] AHS 103

DENTAL ASSISTING

DEN	105	Microbiology and Infection Control	[P] Provisional admission
DEN	106	Oral Anatomy	[P] Program admission
DEN	107	Oral Pathology and Therapeutics	[P] Program admission
DEN	108	Scopes of Professional Practice	[P] Program admission
DEN	110	Dental Assisting - Diagnostic	[P] Program admission [P/C] DEN 105, DEN 106
DEN	111	Dental Assisting - Operative	[P/C] DEN 106, DEN 110
DEN	112	Dental Assisting - Fixed Prosthodontics	[P/C] DEN 110
DEN	113	Dental Assisting - Specialties	[P/C] DEN 110
DEN	114	Dental Assisting - Surgical Specialties	[P/C] DEN 110
DEN	115	Dental Assisting - Expanded Functions	[P] DEN 111, DEN 112, DEN 113 [C] DEN 114
DEN	117	Dental Practice Management	[P] DEN 110
DEN	118	Dental Radiology	[P/C] DEN 102, DEN 106
DEN	120	Dental Practicum I	[P/C] DEN 105, DEN 110
DEN	121	Dental Practicum II	[P/C] DEN 111, DEN 112, DEN 118, DEN 120
DEN	122	Dental Practicum III	[P/C] DEN 111, DEN 120
DEN	123	Dental Practicum IV	[P/C] DEN 112, DEN 120
DEN	124	Dental Practicum V	[P/C] DEN 113, DEN 120
DEN	125	Dental Practicum VI	[P/C] DEN 114, DEN 120
DEN	126	Dental Practicum VII	[P/C] DEN 104, DEN 115, DEN 117, DEN 120
ENG	101	English	[P] Program admission level English and reading competency
MAT	100	Basic Mathematics	[P] Program admission level math competency
PSY	101	Psychology	[P] Provisional admission

DENTAL ASSISTING

PROGRAM STRUCTURE
(Electives)

Standard Statement

Electives are made available for the Dental Assisting program.

Explanatory Comment

Dental Assisting program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Dental Assisting program and elective course work is included in the requirements for program graduation.

DENTAL ASSISTING

PROGRAM STRUCTURE
(Course Transferability)

Standard Statement

Dental Assisting program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Dental Assisting program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Dental Assisting program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

DENTAL ASSISTING

PROGRAM EVALUATION AND PLANNING
(Program Evaluation)

Standard Statement

A written evaluation procedure is developed and implemented for the Dental Assisting program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Dental Assisting program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

Evaluative Criteria

A procedure for continuous Dental Assisting program evaluation is developed and implemented by the administration of the institution, program faculty, and program advisory committee. Formal evaluation of the Dental Assisting program is conducted and documented annually.

The Dental Assisting program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Dental Assisting program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Dental Assisting program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Dental Assisting program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

DENTAL ASSISTING

The Dental Assisting program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

Dental Assisting program evaluation results are used to plan program improvements.

Standard Number:
37-04-02

DENTAL ASSISTING

PROGRAM EVALUATION AND PLANNING
(Program Planning)

Standard Statement

A written planning procedure is developed and implemented for the Dental Assisting program.

Explanatory Comment

The Dental Assisting program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Dental Assisting program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

Evaluative Criteria

A Dental Assisting program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Dental Assisting program is conducted and documented annually.

The Dental Assisting program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Dental Assisting program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Dental Assisting program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Dental Assisting program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

DENTAL ASSISTING

The Dental Assisting program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

DENTAL ASSISTING

PROGRAM EVALUATION AND PLANNING
(Enrollment, Graduation, and Placement Levels)

Standard Statement

An evaluation of the enrollment, graduation, and placement levels of the Dental Assisting program is conducted.

Explanatory Comment

Acceptable Dental Assisting program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

Evaluative Criteria

Annual evaluation of Dental Assisting program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Dental Assisting program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Dental Assisting program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

DENTAL ASSISTING

PROGRAM EVALUATION AND PLANNING
(Attrition Levels)

Standard Statement

An analysis of the attrition level of the Dental Assisting program is conducted and used in evaluating and improving the program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Dental Assisting program is compared with relevant, available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of the Dental Assisting program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

DENTAL ASSISTING

PROGRAM EVALUATION AND PLANNING
(Student Performance)

Standard Statement

An evaluation of the Dental Assisting program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Dental Assisting program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of Dental Assisting program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Course Content)

Standard Statement

The essential content of each Dental Assisting course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

Evaluative Criteria

The content of each Dental Assisting course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Dental Assisting course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Dental Assisting course is consistent with established program goals and objectives.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Course Objectives)

Standard Statement

Each Dental Assisting program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Dental Assisting program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

Evaluative Criteria

The objectives of each Dental Assisting course are derived from established program objectives.

Dental Assisting course outlines and lesson plans are based on course objectives.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Course Instruction)

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of Dental Assisting course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Dental Assisting classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Dental Assisting program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Dental Assisting program faculty as part of the instructional process.

Desirable employability skills are integrated into Dental Assisting course instruction and are modeled by the instructor.

Academic skills are integrated into Dental Assisting course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Dental Assisting course.

DENTAL ASSISTING

Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Dental Assisting program faculty.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Occupation-Based Instruction)

Standard Statement

The Dental Assisting program offers effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is a Dental Assisting program requirement or elective is:

a) listed as a course having a course identification code;
b) assigned course credit and required tuition;
c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
d) controlled and supervised by the institution, Dental Assisting program faculty, and/or the person designated to coordinate work experience courses; and
e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Evaluation of Students)

Standard Statement

A system for evaluation of students is developed and implemented by the Dental Assisting program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The Dental Assisting program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Dental Assisting program develops, implements, and disseminates a written system for evaluation of students.

The Dental Assisting program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Dental Assisting program system for evaluation of students requires use of competency-based measures of student performance.

The Dental Assisting program system for evaluation of students requires use of both formative and summative evaluation.

The Dental Assisting program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Dental Assisting program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Dental Assisting program system for evaluation of students is reviewed annually and revised, as necessary.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Grading System)

Standard Statement

The Dental Assisting program implements statewide grading standards.

Explanatory Comment

Program grading systems vary in detail but are consistent regarding major principles.

Evaluative Criteria

The faculty of the Dental Assisting program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Dental Assisting program.

The grading system of the Dental Assisting program is used to promote student awareness of learning progress.

The grading system of the Dental Assisting program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Dental Assisting program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Dental Assisting program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Dental Assisting program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Dental Assisting program is evaluated annually by the program faculty and revised, as needed.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Laboratory Management)

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of the Dental Assisting program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation.

Evaluative Criteria

The faculty of the Dental Assisting program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Dental Assisting program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Dental Assisting program laboratory management procedure.

The Dental Assisting program laboratory management system is consistent with the goals and objectives of the program.

The Dental Assisting program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Dental Assisting program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The Dental Assisting program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Equipment, Supplies, and Materials)

Standard Statement

The furnishings, equipment, supplies, and materials for the Dental Assisting program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Dental Assisting program.

Students in the Dental Assisting program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the occupational field. Tools and equipment reflect industry quality standards.

The furnishings, equipment, supplies, and materials used in the Dental Assisting program meet or exceed applicable local, state, and federal health and safety standards.

The Dental Assisting program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Dental Assisting program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Dental Assisting program are available throughout each program area.

Dental Assisting program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

DENTAL ASSISTING

The Dental Assisting program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Dental Assisting program utilizes its advisory committee and other inputs in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

DENTAL ASSISTING

INSTRUCTIONAL PROGRAM
(Physical Facility)

Standard Statement

The Dental Assisting program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for the Dental Assisting program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

Evaluative Criteria

Space allocations for the Dental Assisting program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Dental Assisting program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Dental Assisting program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Dental Assisting program on the basis of instructional needs.

The Dental Assisting program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Dental Assisting program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Dental Assisting program needs.

DENTAL ASSISTING

The facilities for the Dental Assisting program are maintained regularly and operated effectively and cost efficiently.

The Dental Assisting program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

DENTAL ASSISTING

ACADEMIC SKILLS
(Academic Requirements)

Standard Statement

Academic achievement standards are established for the Dental Assisting program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assists students to improve skills such as language usage, reading, and computation prior to regular program admission.

Evaluative Criteria

The Dental Assisting program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Dental Assisting program courses.

The Dental Assisting program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

DENTAL ASSISTING

EMPLOYABILITY SKILLS
(Job Acquisition)

Standard Statement

Job acquisition competency areas are integrated into the curriculum of the Dental Assisting program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

Evaluative Criteria

The faculty of the Dental Assisting program ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:
a) job search;
b) job application and resume preparation;
c) interviewing; and
d) job marketing.

The faculty of the Dental Assisting program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of the Dental Assisting program assists in providing student employment information to the job placement office.

The faculty of the Dental Assisting program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

DENTAL ASSISTING

The media collection includes multi-media employability information appropriate for classroom and individual student use.

DENTAL ASSISTING

EMPLOYABILITY SKILLS
(Job Retention and Advancement)

Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of the Dental Assisting program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

Evaluative Criteria

The faculty of the Dental Assisting program ensures that job retention and advancement competency areas are included in the curriculum.

The Dental Assisting program curriculum stresses professional job performance required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) knowledge of occupational and academic skills;
b) quality work standards;
c) productivity;
d) communication skills;
e) punctuality;
f) problem solving skills;
g) interpersonal skills;
h) confidentiality; and
i) knowledge of the career ladder.

DENTAL ASSISTING

The Dental Assisting program curriculum stresses professional attitudes required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) cooperativeness;
b) pleasantness;
c) responsibility;
d) self-control;
e) enthusiasm;
f) flexibility;
g) helpfulness;
h) loyalty; and
i) willingness to learn.

The Dental Assisting program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Dental Assisting program faculty assists in providing student employment information to the job placement office.

DENTAL ASSISTING

STAFF
(Faculty Qualifications and Responsibilities)

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Dental Assisting program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

Evaluative Criteria

The qualifications for each Dental Assisting program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Dental Assisting program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Dental Assisting program use annual staff development opportunities to assure achievement of occupational and instructional competency.

DENTAL ASSISTING

ADVISORY COMMITTEE
(Function)

Standard Statement

A program advisory committee provides expert support for the Dental Assisting program.

Explanatory Comment

A program advisory committee is established to promote interaction between the Dental Assisting program and businesses and industries served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

The Dental Assisting program advisory committee assists with developing short-range and long-range plans.

The Dental Assisting program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Dental Assisting program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Dental Assisting program advisory committee supports the program through public relations activities.

The Dental Assisting program advisory committee makes recommendations regarding the design and use of physical facilities.

The Dental Assisting program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Dental Assisting program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

DENTAL ASSISTING

The Dental Assisting program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review on an annual basis.

The Dental Assisting program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

DENTAL ASSISTING

ADVISORY COMMITTEE
(Membership)

Standard Statement

The membership of the Dental Assisting program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The Dental Assisting program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of the Dental Assisting program, in cooperation with the administration of the institution, selects the advisory committee.

The Dental Assisting program advisory committee includes a cross-section of representatives from program related businesses and industries.

The Dental Assisting program advisory committee includes program-related business and industry representatives who have varying occupational positions.

The Dental Assisting program advisory committee includes faculty as ex officio members.

The Dental Assisting program advisory committee is composed of a minimum of five members.

The Dental Assisting program advisory committee maintains a base of experienced members while acquiring new members.

The Dental Assisting program advisory committee members are recognized for their dedication and effort to improve the quality of education.

DENTAL ASSISTING

ADVISORY COMMITTEE
(Meetings)

Standard Statement

Dental Assisting program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Dental Assisting programs.

Evaluative Criteria

The Dental Assisting program advisory committee has an annual program of work on file.

The Dental Assisting program advisory committee meets a minimum of two times annually on a scheduled basis.

The Dental Assisting program advisory committee elects officers, including a chairperson and a secretary.

The Dental Assisting program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Dental Assisting program advisory committee assists program faculty in developing the agenda for each meeting.

The Dental Assisting program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Dental Assisting program advisory committee member prior to each meeting.

The Dental Assisting program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The Dental Assisting program advisory committee members are invited to make periodic classroom visits to the institution.

DENTAL ASSISTING

The Dental Assisting program advisory committee has a quorum present to conduct business.

DENTAL ASSISTING

SPECIAL NEEDS
(Commitment)

Standard Statement

The Dental Assisting program is committed to providing technical education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Dental Assisting program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Dental Assisting program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Dental Assisting program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Dental Assisting program.

Dental Assisting program faculty are prepared, through staff development education, to provide assistance for students with special needs.

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

DENTAL ASSISTING

Course objectives within the Dental Assisting program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

DENTAL ASSISTING

EQUITY
(Commitment)

Standard Statement

The Dental Assisting program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination commitment of the Dental Assisting program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Dental Assisting program.

DENTAL ASSISTING

HEALTH AND SAFETY
(Commitment)

Standard Statement

The Dental Assisting program provides a safe and healthy environment for students and staff.

Explanatory Comment

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the Dental Assisting program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Dental Assisting program.

The Georgia Board of Technical and Adult Education does not discriminate
on the basis of age, sex, race, color, religion, national origin, or handicap
in its educational programs, activities, or employment policies.